**LESSON REFLECTIONS**

**Slip, Slide, Grip!! (Friction)**

**Kim Nelson**

1. **What was your favorite part of the lesson and why?**

The use of the word cards and Powerpoint allowed students to make connections with everyday experiences having to do with friction. The online websites associated with this lesson were all determined to be effective. The students also enjoyed the “rug race” in the hallway. (comparing rubber/carpet against the tile)

1. **How effective was the lesson in meeting the objective? What was most effective?**

The hands-on activities such as pulling the brick/crate over a variety of surfaces along with the website activities made this lesson a realistic experience for students. The rug race was also a great way for students to see the different amounts of friction and force needed when using different materials (i.e. carpet, concrete, grass, tile, rug turned with rubber to floor surface and rug turned with carpet to floor surface).

1. **What parts of the lesson would you change? Why?**

We would provide additional supplies so students can test and discover within the confines of their small groups without having to simply observe one person. Another suggestion was to procure carpet/tile/wood samples at local hardware stores to test their hypotheses at school and at home☺ on different surfaces.

1. **Were there any parts that needed more explanation or time? How did you handle these situations?** Having additional supplies on-hand to accommodate extra small groups would be desirable (Newton meters and carpet samples).
2. **Did your students find the lesson meaningful and worth completing?**  
   Yes, they enjoyed developing a hypothesis and analyzing the data. They especially found the website games relevant and engaging. They were amazed at how hard/easy it was to push/pull their classmates on different surfaces.